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# Democratization of University Management for Quality Higher Education

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## Abstract

The objective of this paper is to provide some insights for developing a high quality university through democratizing the contemporary university management practices. The high quality university has often the quality academic programs, quality teaching faculty members, and quality students for establishing high educational standards. The faculty of high quality universities engages in high quality research and produce high quality and quantity of new knowledge and publications. The graduates of high quality universities usually obtain high quality professional positions. They also generate the necessary physical and financial resources and endowments for supporting themselves. Those universities that develop these quality characteristics offer a high quality education.

Democratization of the university management practices plays a key role for a university to develop a high quality education and become a high quality university. In this study, democratization process includes the ownership, the practice of sharing the authority and responsibility, group decision-making, horizontal network organizational structure and long term employment practices of university management. Those universities utilizing these practices together and acting collectively as a team are able to achieve a high quality education and become a high quality university. Democratization process will also help stakeholders of the university to establish close cooperation and relations with public and private institutions for financing the university.

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## 1. Introduction

The recent studies indicated that most of high quality universities listed in the top 20 universities of the world are established in the developed nations such as USA, Germany, Britain and France. These universities have also produced about 70 percent of the Nobel Prize winners of the world. Their graduates hold most of the prestigious positions in the public and private institutions, the governments and the global institutions. They were able to recruit, relatively, higher quality faculty and students of the global talent pool. They were also able to have the largest financial resources and endowments like Universities of Harvard, Stanford, Princeton, Cambridge, Oxford (The Economist, 2011).

They all have the major characteristics of the high quality university. They have the high quality academic programs, high quality teaching faculty members, and the high quality students. Most of their faculty are engaged in quality research and produce the high quality and quantity of new knowledge and publications. Their graduates obtain the most high quality professional positions and generate the largest physical and financial resources and endowments for supporting themselves. They produce the most of the Noble-prize winner in the sciences (The Economist, 2011).

Many universities throughout the world do not have these quality characteristics. They do not have sufficient high quality and quantity faculty; they can not keep the quality faculty for a long time and can not provide sufficient faculty salaries and research funds to attract and keep the high quality faculty. They do not have enough physical and financial resources to support a variety of quality programs, majors, courses, and appropriate class sizes, libraries, laboratories, research activities, and other facilities that are required for the high quality university. Because of these problems many universities in many nations do not provide the high quality higher education.

There are of course many factors for causing the lack of quality education at some universities. But the traditional management styles of the university management practices have been one of the major causes for the low quality of many universities. In order to increase the quality education and become a high quality university, the practices of the contemporary university management have to be changed. The universities have to change their administrative and academic affairs toward democratic management practices to increase their quality. We call this process democratization of the university management. The democratization of the administrative and academic affairs of a university plays an important role for developing high quality education and becoming high quality university (Dewey, 1916; Levine, 1994; Porter and Lawrence, 1988).

The objective of this paper is to provide some insights for democratizing the current university management practices through benchmarking the management practices of the high quality universities. Democratizing the current university management practices will help many universities to increase the quality of their education, and also satisfy many students and the people who want to have high quality education.

Democratization process, generally, has been toward true democratic management practices. Democratic management practices include the ownership, authority and responsibility, group decision making, horizontal network organizational structure, and long term employment in an institution (Sen, 2003). If these practices are applied together, they enable the organization to achieve the high quality (quality of goods and services). Those institutions who utilize some of the democratic values and

principles are able to achieve relatively higher quality for satisfying their stakeholders (Ackoff, 1994; Halal, 1996; March and Olsen, 1995; Slater and Bennis, 1990; Cohen, 1971; Lijphart, 1999).

This paper presents the above democratic management practices for democratizing the current university management practices for establishing the high quality education. The democratization process of the university management includes the ownership, authority and responsibility, group decision making, horizontal net-work organizational structure, and long term employment in an organization. If these practices are applied together, for the democratization of the administrative, academic, and financial affairs the university will enable the university to achieve a high quality education and become a high quality university.

## **2. Literature Review: The Concept of Democratic Management for the Development of High Quality**

Democratic management or governance is not understood well (Dahl, 1989; Lijphart, 1999; Held, 1996; Shapiro and Hacker, 1999). Most of the governments and institutions claim that their governance is democratic, because they have elections for certain times. Even the most authoritarian institutions are ruled and controlled by one or few persons, or some representatives who argue that they are democratic, because they are elected or selected by a few or some groups.

None of these practices represents democratic management in its true meaning. True democratic management was defined for the first time by President Lincoln as a “people’s rule” or “management of people, by the people, for the people”. In true democratic management of an institution or government, people have equal rights for participating in all aspects of the management activities and vote freely in all major decisions. In true democratic management, the “people” are the stakeholders who can affect or are affected directly or indirectly by the activities and objectives of the institutions (Rawls, 1971; Freeman, 1984).

However, many authors argued that in its true meaning democratic management cannot be applied for the present real world situations (Dahl, 1989; Lewis, 1965; Shapiro and Hacker, 1999; Held, 1996; Lijphart, 1999). Because of the difficulties of applying true democratic management in the real world situations, the variety of representative forms of democratic management practices have been used in practice.

In this respect, the representatives of the stakeholders of an institution are considered as “the people” of that institution. The stakeholders of an institution usually include the employees, investors, customers, suppliers, the government, and the community. Their representatives are usually called the Board of Trustees (BOT). The BOT has sole authority and responsibility of practicing democratic management for achieving high quality with liberty and equality (Sen, 2003). Many theoretical and practical applications of the democratic management practices indicate that the quality of many institutions increase through people’s participation in management practices (Guzda, 1984; Ackoff, 1994; Halal, 1996; March and Olsen, 1995; Slater and Bennis, 1990; Cohen, 1971; Lijphart, 1999; Sen, 2003).

It has been argued earlier that democratic management practices have to be utilized for university management to increase their quality education (Dewey, 1916). Many contemporary high quality universities have been utilizing some participative management practices and increase the quality of their education (Lijphart, 1999; Dewey, 1916).

In this paper, we utilize some of the major principles of democratic management as a model for democratizing contemporary university management practices. It is hope that democratization process will enable universities to increase the quality of their education and help them to become a high quality university.

### **3. Utilization of Democratic Management Practices for High Quality Education.**

In this study, democratic management activities include the stakeholders' ownership, authority and responsibility, group decision making, horizontal-network organizational structure, and long term employment have been utilized in management organizations. These principles together establish the foundation of democratic management and enable organizations to develop high quality (Guzda, 1984; Ackoff, 1994; Halal, 1996; March and Olsen, 1995; Slater and Bennis, 1990; Cohen, 1971; Lijphart, 1999; Sen, 2003). Some other experts argued that democratic principles also increase the quality education if they are integrated in the educational affairs (Dewey, 1916; Porter and McKibbin, 1988; Levin, 1995; Kauffman, 1994; Lijphart, 1999). In fact, most of the high quality universities using some of the principles of democratic management support these arguments (The Economist, 2011).

However, none of these studies utilize the principles of democratic management fully for the management of contemporary universities. This paper is an attempt to integrate these principles in the university management activities including administrative, academic and financial affairs. If they are applied together for the university management as a whole they enable university to develop a high quality education and become a high quality university.

#### *3.1. Defining the Stakeholders of the University*

The idea of the university is defined in many forms such as the metaphysical, liberal, the service, the research, the entrepreneurial, the enterprise or corporate, the ecological, the civic, and others (Barnett, 2011). Although these universities differ in many ways based on the imaginative ideas of the university their shared has been to provide high quality education for "the people" of a society or a nation. In order to achieve this vision they employ variety of management practices. Democratic management may be the best way of achieving the high quality education and becoming the high quality university.

The people of the university in democratic management are represented by the stakeholders of the university. The stakeholders of the university normally include the students, teaching faculty members, the administrators, trustees (supporters of the university), the students' parents, the alumni, the representatives of the public and private institutions, the community, and the government who are directly or indirectly involved in the university management. They together constitute the main body of the university. Each of these groups has a stake in the university's activities. They are essential for the existence of the university and should play the key role in the management of the university for developing a high quality education (Rawls, 1971; Freeman, 1984; Blair, 1995).

The students of the university and their parents provide the major supply and demand for the university. The public and private institutions, the community and government need the universities to prepare quality human resources for their existence and successful operations. The graduates of the universities are also in great needs of the society and the nation. It is, therefore the stakeholders of the university are the main source of the university by being the owners and the customers of the university. The university is built by the stakeholders and has to serve them for satisfying their needs. Thus the stakeholders have the economic rights, authority, moral responsibility, and high motivation to manage the university democratically to achieve the high quality education and become a high quality university.

### *3.2. The Stakeholders' Ownership of the University Increases the Quality of the Education*

The ownership of a productive institution or wealth is the natural desire of human beings (Smith, 1994). In democratic management, the institution should belong to everyone who invests knowledge, capital, labour, and other resources for it to generate a high level of quality. In this respect, the quality human resources that quality universities produce are the most important factor of productive institutions and wellbeing of the society (Harbison, 1973).

The stakeholders of the university are the owners of the university and should have the right and responsibility for establishing, operating and maintaining the continuity of high quality education. Because, the university belongs to them, they will be motivated to establish the high quality university. The ownership practices have been taking place in many organizations in the form of partnership, profit sharing, gain sharing, and employee stock ownership plans. The stakeholders ownership has been increased the quality of many organizations and saved some others from the bankruptcy (Adams and Hansen, 1992; Blair, 1995). Many of the high quality universities owned by the stakeholders are also the best universities of the world (The Economist, 2011). It is therefore important that the universities should be managed by their stakeholders in order to achieve a high quality education.

### *3.3. The Stakeholders' Authority and Responsibility Increase the Quality Education*

Authority can be defined as the right to control all of the management activities in an organization. "Authority is the formal and legitimate right of a manager to make decisions, and allocate resources to achieve organizationally desired outcomes (Daft, 2010). The "authority" of major management activities should belong to the stakeholders. The advances in information technology and our evolution towards a knowledge-society provide opportunities for every stakeholder to participate in and contribute to management activities. As the knowledge of the stakeholders increase, contemporary command and control managers become coaches and counsellors in democratic management. Some corporations in the U.S., Germany, the United Kingdom, and Japan that provide some authority to its stakeholders achieved higher quality than others (Garfield, 1992; Masaaki, 1986; Ozaki, 1991).

The central theme of this change allows universities to develop partnerships and eliminate the structured organizational environment among its stakeholders. The stakeholders having the authority and responsibility of the university will motivate them to increase the quality of education and become the high quality university. Some universities in the U.S., Germany, the United Kingdom, and Japan that provide some authority to its stakeholders also achieved higher quality education than others (The Economist, 2011). Therefore, stakeholders of the university should have the full authority and responsibility of the university for establishing a high quality education.

### *3.4. The Group Decision-Making of the University Increases the Quality Education*

In the democratic management, the stakeholders make the major decisions as a group through reaching the consensus. The group decision-making process provides wider knowledge and more information for decisions and gets the support of all the stakeholders. There are no diseconomies to knowledge; the wider the knowledge, the better the decisions. The decisions which are based on wider knowledge, and supported by all of the stakeholders generate higher quality for many institutions (Lawler, 1992; Levin, 1995).

The recent advancements in information technology has made it relatively much easier and much faster to access new knowledge, ideas, skills, and information in large volume. Debating, learning and voting directly on important issues is possible with the new information technology. This process, which used to be difficult and impractical before, is possible in contemporary management activities (The Economist, 1995; Snider, 1996).

The universities constitute the most educated segments of the society. Making the major decisions as a group will increase the knowledge, skills and the values for making effective decisions. Besides, including the stakeholders in major decisions will increase their support and efforts for their implementation. This in turn will increase the quality of higher education and help university to become a high quality university.

In Germany stakeholders are included in the decision-making process through “supervisory boards” of which fifty percent are elected by the employees (Shneider and Ellen, 1992). In Japan, the employees have a central role in group decision-making to participate in management practices. The group decision-making in Japanese management practices has been the ultimate advantage of the high quality of some Japanese corporations (Womack, Jones and Roos, 1990). The group decision-making process is also the common practice in many high quality universities (Levin, 1994; Porter and Lawrence, 1988). Thus the group-decision making process of democratic management increases the quality of education.

### *3.5. Horizontal Network Organizational Structure of the University Increases the Quality Education*

The organizations with the horizontal network structure provide the environment for open communication, close cooperation, and establish close and genuine relations among its stakeholders. This kind of environment played an important role for achieving the high quality in many organizations (Davis, 1989; Mills, 1991).

The horizontal-network structure provides opportunities for innovation and creativity by working cooperatively and closely. The free and full communication without fear and close coordination among the stakeholders provide better opportunities and increase motivation for developing high level of quality. Many organizations including Hewlett-Packard, AT&T, General Electric, Xerox, Motorola, and some others are moving toward the horizontal network structure by reducing the layers of the organizational structure to increase their quality (Halal, 1996; Martin, 1996).

Many high quality universities have already adopted the horizontal network organizational structure for establishing high quality education (Cross, 1994; Boyer, 1994). The stakeholders of the universities can also easily adopt the horizontal-network structure for their organizational structures. The universities have highly educated people with high knowledge can adopt the horizontal-network organizational structure easily. Universities having the horizontal network organizational structure provide the environment for open communication, close cooperation and genuine relations among the stakeholders which will help to increase quality education through teaching and researching together as a team in the university.

### *3.6. Long-Term Employment: the Tenure System of the University Increases the Quality Education*

Employment is the essential source for the life of human resources. Human resources are the most important factor of production and services. They constitute the ultimate asset of organizations. Capital and natural resources are passive factors of production and services. Employment of human resources generate, accumulate and utilize capital and other resources for building, operating and maintaining the continuity of an organization (Harbison, 1973). Besides employing human resources for a long term increase the productivity of an organization through increasing skills and developing new innovations.

Many productive organizations in Germany have been employing their employees on a long term basis. Two-thirds of Japanese high tech organizations have been using long-term employment. The global competitiveness of Japanese and German organizations is attributed to their long-term employment practices (Ozaki, 1991; Schneider and Ellen, 1992).

The long-term employment at the university through tenure practices (job security) of quality faculty helps the university to develop and maintain high quality education. Quality faculty member with a tenure may be able to speak and write freely, teach contemporary knowledge without fear, and do research and develop new knowledge, skills and values freely without any fear of losing his/her job. The universities with policies of employing faculty on a short-term basis will not be able to develop and keep the quality faculty for an appropriate time to benefit from their valuable teaching and research fully. Most of the high quality universities have been utilizing the tenure policies to benefit from the quality faculties fully for a long time (Levine, 1994; Porter and Lawrence, 1988).

The universities enable to increase the quality education and gain considerable advantages for developing long-term employment policy for quality faculty for increasing the quality education and establishing high quality university.

In sum, the stakeholders are the sole owners of the university. They have the authority and responsibility to manage university democratically for developing quality education and making their university high quality university. It is therefore extremely important for contemporary universities to democratize their university management. The following section provides some insights into the democratization process of the university management by utilizing the democratic management for high quality education.

## **4. Process of Democratization of the University Management for a High Quality Education**

The contemporary university management practices can be described as authoritarian (one or a few people make the major decisions) or partly democratic management (decisions are made by consulting with some of the group members). The process of changing the management practices of contemporary universities toward democratic management is called democratization of the university management.



The high quality universities who are practicing some elements of democratic management can become more competitive through democratizing their management practices further. Those others utilizing authoritarian management practices can start democratizing their management practices at any time regardless of the nature of their management practices to increase the quality education and become a quality university.

In this study, democratization of the current university management practices are focused on the major activities of the administrative, academic and financial affairs of the university. Democratization of these activities together may help to democratize all other minor activities of the university management and increase the quality of education.

#### *4.1. Democratization of the Administrative Activities for High Quality Education*

The major administrative activities of the contemporary universities are provided by the elected representatives of the University Board of Trustees (UBOT). In many foundation universities, the UBOT includes mostly the owner of the university, the Rector (the President) and some members who are appointed by the owners. For the private, public and national universities, the UBOT includes, mainly the Rector, Trustees (supporters of the university), and the representatives of the faculty, the governments, and the community. Some other forms of UBOT have been used in practice (Kauffman, 1994; OECD, 2003; Günay and Kılıç, 2011).

The Rectors are mostly appointed by the owner of the foundation university. The Rectors of private, public and national universities are selected by a committee that represents the Trustees, the faculty, the government and the community. The selected candidates by the committee are usually presented to the UBOT or to the President of the nation through the Higher Education Council for the appointment of the Rector (Kauffman, 1994; OECD, 2003; Günay and Kılıç, 2011).

Regardless of the forms of the UBOT and the process of appointment of a Rector, the final decisions of appointing the Rector are made by the UBOT or by the president of a nation. In that respect the major administrative and academic activities are controlled by the owners, or UBOT, or by the government of a nation. Therefore, the management of many contemporary universities are not autonomous.

These kinds of activities generate a variety of obstacles for a university to develop high quality education and become a high quality university. It is therefore necessary to democratize the current management activities of many universities to become independent and autonomous for developing high quality education and becoming a quality university. Some of the activities are suggested below for democratizing the current university management practices.

##### *4.1.1. Democratization of the UBOT for High Quality Education*

The UBOT should represent all the stakeholders of the university and has the final institutional authority and responsibility for all the affairs of the university. They actively provide the necessary work for developing the quality education and maintaining the continuity of the quality university; select the Rector among the best candidates and delegate him/her the full authority and responsibility for developing and executing the appropriate strategies and policies of the university; and monitor all the university activities to ensure that they are conducted in line with the principles and values of democratic management (Kauffman, 1980; Fisher, 1991; Houle, 1989; Nason, 1982; Kerr and Marian, 1989).



The Rector should have the full authority and responsibility of all the work to develop the shared vision, mission, objectives, and values; adopt the appropriate strategies for selecting, organizing and developing the quantity and the quality of students, faculty and staff; design the strategies and policies effectively; motivate all of the human resources by providing an environment for open communication and close relations among all the human resources without any fear or constraints; make the all major decisions with all involved groups of stakeholders; provide long term employment to execute the strategies and policies efficiently; and evaluate and promote all human resources ethically for developing and changing continuously; and establish and maintain the open communication and close relations among all the stakeholders; and obtain the active participation of the deans, chairs, faculty members, personnel and the students for continuous improvement and democratization of the university for achieving the high quality education and becoming a high quality university.

#### *4.1.2. The Government should act as a Partner for High Quality Education*

The government is one of the important partners of the UBOT. Since high quality universities play the key role for national development and well-being of the people, it is probably one of the most important duties and responsibilities of the governments to develop and support the quality universities. The government and the UBOT should together establish the National Commission and Associations on higher education for centralizing the assessment of the quality education and the accreditation of the universities according to the standards of high quality universities (Levine, 1994).

Most of the governments in many nations have already been involved in major activities of developing and supporting the universities. But some of these activities violate the independence and freedom of the university operations (Özbudun and Demirer; 2009). These activities should not violate the independence and the freedom principles of the management practices of the university. Most of the high quality universities of developed nations have been practicing these kinds of management practices which other universities can also adopt for developing a high quality university (Kauffman, 1980; Fisher, 1991; Houle, 1989; Nason, 1982; Kerr and Marian, 1989).

#### *4.2. Democratization of the Academic Activities for a High Quality Education*

The major academic activities of the university include the curriculum, faculty, teaching, and research; students and learning. The quality and the quantity of the programs usually determine the quality university. In order to become a high quality university the UBOT should try to establish the best programs for their quality education. This can be done through developing the high quality faculty and students. The high quality faculty can develop the high quality programs and teach effectively and do research actively to achieve the high quality learning and becoming the high quality university. Democratization of these activities for the quality of education can be summarized as follows:

##### *4.2.1. Democratizing the Curriculum for High Quality Education*

The curriculum of the university should be developed by the elected curriculum and instruction committee (CIC) members of the university. The CIC should include the representatives of the UBOT, the faculty members, the students, public and private institutions, alumni, community, and the government. All of these groups have a stake in the curriculum; their needs and desires have to be integrated into all of the programs. However, the CIC should be formed fairly so that none of the constituent groups should have the dominance of the decisions of the CIC.

The current university programs are lacking the value-based knowledge. The courses about the theoretical and applied knowledge of democracy have to be included in every program of the university (Fallet, 1933; Maslow, 1943; McGroger, 1960; Herzberg, 1968; Slayter and Bennis, 1990; Lebow and Simon, 1997) for successful democratization and high quality education. Democratic values such as equality, liberty, fraternity, unity, justice, empathy, conscience, honesty, impartiality, integrity, love, openness, respectfulness, sincerity, trust, sharing, participation have to be included in every program of the university. These kinds of democratic values generate the greatest source of human motivation to work productively and happily (Likert, 1967; Halal, 1996; Sen, 2001).

The democratic values are at the origin of every decision and guide the actions (Sen, 2003). The vision, missions, and objectives of humans are rooted in these values. Human actions start with these values and end with them. Although the final products and services are mostly involved in explicit knowledge (Intelligent quotient), they are reinforced, guided and controlled by the values knowledge (Emotional quotient) (Cooper and Sawaf, 2010). The democratic values radiate from the center outward like an invisible force and play the most important role for the human actions with explicit knowledge. The values and explicit knowledge constitute a whole body of hearts, brains and soul. One cannot function meaningfully without the other (Toffler, 1990; Lebow and Simon, 1997; Cooper and Sawaf, 2010).

There are general exceptions among many educators that “those who have been trained to think upon one subject only, will never be a good judge even in that one” (Newman, 1992). The university education is incomplete without a broader integration of explicit knowledge and knowledge of democratic values together as a whole.

#### *4.2.2. The Quality Faculty Employment and Teaching for a High Quality Education*

The faculty members of the university are the most qualified segments of the UBOT to develop the most appropriate academic programs (Levin, 1984; Porter and Lawrence). The faculty members develop the quality programs, courses, and provide knowledge, skills and values for teaching them effectively. They also engage in active research and development to produce new knowledge for improving the quality of teaching and advancing contemporary knowledge. Some universities claim that they are the teaching universities and neglect the research. The high quality education cannot be achieved without active research and development (Polanyi, 1966; Nonako and Takeuchi, 1995; Cross, 1994; Boyer, 1994). The high quality education requires the quality teaching and continuous research activities. The university management has to make every effort to employ, develop and maintain the quality faculty and provide them with an environment for the high quality research for establishing quality education and becoming a high quality university.

The faculty members should conduct all the teaching activities by providing an environment for an open discussion, participation, debating, questioning, asking and answering without any fear. They should establish close relations with students to increase student interest in learning for generating quality teaching and learning environment.

Most quality universities try to employ the high quality faculty from all over the world. The universities in developing nations have to bring back their own quality faculty members who are employed by other nations. The universities have to promote long-term employment, faculty development and maintaining the high quality faculty members for the high quality teaching and learning for achieving the high quality education and becoming the high quality university.

#### *4.2.3. Attracting High Quality Students for a High Quality Education*

The students have to show genuine interests and make every effort to participate in learning for quality education. It is partly the responsibility of the students' parents and the university to generate high interest for students' learning. The universities should provide opportunities for quality students to select the university, the field that they like to study rather than forcing them to enrol the university and study the fields that they may not like. The similar freedom should be provided to students for selecting some of the courses that they like. This can be done by increasing the number of the elective courses in the academic programs.

The university should establish their own admissions policies and services to encourage quality students for the enrolment and provide them scholarships and other attractive benefits such as free housing. The universities should provide the full tuition and establish loans programs with the banks for those students who cannot pay their tuition.

The university should also develop the employee placement offices to prepare students for employment opportunities after their graduation to increase the attractiveness of the university for getting the quality students. Some of the universities in some developed nations provide some limited guarantees for job possibilities after graduation to attract the quality students.

These activities will increase the chances for attracting the quality students and provide them equal opportunities for their higher education. The quality students may help for establishing the quality teaching and learning which may increase the quality of education and becoming a high quality university.

### **5. Development of Physical and Financial Resources for High Quality Education**

The physical resources including the campus place, facilities, technology, library, and other physical resources which are necessary for developing and maintaining the continuity of the high quality education. All of these resources require capital for successful operations. The university management team including the Rector, and the UBOT should establish close relations and cooperation with the representatives of the government, public and private institutions, the community, the alumni, the trustees, the parents of the students to raise the necessary capital and physical resources for the university.

The university education is everyone's right in a society and benefits every institution, nation and every individual directly or indirectly. It is therefore the most noble and important duty for every individual, institution, government to provide financial and other kinds of support for establishing and maintaining the operations of the universities for the quality education.

The university can provide research and project works for improving the productivity and competitiveness of public and private institutions to raise the necessary capital for its operations. The government should also promote the activities for raising the capital for the universities by providing corporate and personal tax breaks for their gifts and donations to universities.

The trustees should finance part of the expenses of the university through gifts and donations. Most of the high quality universities in USA are financed by their endowments generated by their trustees (The Economist, 2011). The universities have to establish such endowments to finance and maintain the quality and the continuity of the university.

The alumni should establish funds to support the university and show their appreciation for the education provided them by their universities. The university should collect part or all of the tuition from those parents of the students who can pay the tuition based on the amount of their income and wealth. The university should conduct social, economic and technological activities to raise the capital for their finances. The universities establish loans programs with the banks for those students who cannot pay their tuition in case the university is unable to provide the full tuition for them. The universities should not adopt the profit-making policies but should be able to establish sufficient endowments for maintaining high quality education.

In sum, the university can only be free and independent fully if it can finance itself. The university that can finance itself will be autonomous and be able to democratize its management practices more actively and effectively. Otherwise the university may be vulnerable to interferences of some economical, political, social or other interests groups that may cause some obstacles for establishing high quality education and becoming high quality university.

## **6. Conclusion and Discussions**

The high quality universities play the most important role for organizational and national developments through developing the high quality human resources. Most of the competitive and successful organizations and nations have developed the large amount of high quality human resources. These nations have developed the high quality human resources through developing the high quality universities and producing the advanced knowledge through their high quality universities (The Economist, 2011).

Universities are the main source of creating and diffusing the high quality knowledge for developing high quality human resources. It is therefore extremely important to establish high quality university for developing high quality human resources for the development and well-being of a nation.

One way to develop the quality of education and the high quality university could be achieved through democratizing the current management activities of the universities. Democratization of the university management is the key competence that has to be built into the university's administrative, academic, and financial affairs for a high quality education.

Democratization of the university management can be accomplished through restructuring the current UBOT. The UBOT represent all the stakeholders of the university. They will be motivated through practicing the democratic principles of responsibility with authority, group decision making with wider knowledge, and working as a team with close cooperation and open communication to develop and seek high quality knowledge for becoming high quality university.

Democratization of the administrative activities of the university provides opportunities for developing shared vision selecting and maintaining high quality and for working as a team. It also provides working environment for open communication, free debating and voting on major decisions. It also provides a conducive environment for full cooperation and close relations to motivate all stakeholders for designing, implementing, controlling and changing the policies, rules, and regulations effectively, efficiently, and ethically to obtain the high quality education.

The quality faculty is the backbone of the quality university. Those universities who are trying to increase their quality education have to have policies for hiring and retaining the quality faculty.

All of the current universities should restructure their programs to include the values knowledge with emphasis on the democratic values. The programs should be wide and flexible enough to provide students with opportunities for selecting their professions and the courses that they like rather than imposing profession or and courses on them. The students who study the fields and courses that they like would be motivated to increase their learning and the quality of their education.

The governments should be a partner rather than a boss for the universities. They should increase their financial support and adopt tax policies for corporations and high income individuals to finance their universities for providing equal opportunities to attract quality students to increase the quality of education. The governments should also help to establish the National Commissions and Associations for centralized assessment and accreditation of the universities according to the highest standards of the quality education and the quality university.

The universities utilizing the principles of democratic management will be able to act independently, be autonomous and achieve the high quality education and become a high quality university with equality and liberty.

Democratization of the university management will also help to democratize other institutions of a nation through educating their graduates who may develop the democratic knowledge and the culture in democratic universities.

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